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The Role of Youth in National Reconstruction

By

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The youth has always been in the vanguard of any movement for political, economic or social reconstruction and cultural renaissance. In the history of the world, we have ample proofs of the leading part played by the youth of every country in bringing about revolutionary changes in the social and intellectual life of the people. India has been no exception to this, and in the struggle for political freedom our young men have played a noble and inspiring part. Now that we have achieved political freedom, our dreams have changed and we are planning to develop a new social order based on economic equality and social justice, suited to our cultural traditions and present day needs. In this great task, the Bharath Yuvak Samaj, which is the youth wing of the Bharath Sevak Samaj, New Delhi, has a great role to play. Inaugurating this broadbased, non-official, non-party, national youth organisation at Nizamabad on 6th March 1956, Pundit Jawharlal Nehru said: "The youth of India must come forward and help in building up a new society. We have adopted the socialist pattern of society. This cannot be achieved, until every able-bodied man and woman, particularly the youth of the country, cooperate in this great task." These inspiring words from Pundit Nehru, who

is the symbol of eternal youth in India, have always guided the growing activities of the Samaj during recent years.

In November, 1957, the Bharath Yuvak Samaj organised an all-India seminar on "The role of youth in National Reconstruction" at Kanpur, as a part of the Sixth All India Convention of the Bharath Sevak Samaj. The seminar was largely attended by young delegates from all parts of the country, including representatives from various youth organisations, universities, and cultural associations. It was inaugurated by Shri Gulzarilal Nanda, Minister for Planning, Labour and Employment, Government of India, who is also the chairman of the Bharath Yuvak Samaj on 28th November, 1957, in the spacious Yuvak Hall of Kidwai Nagar. Many of our prominent leaders addressed the seminar. On 30th November, 1957, at the valedictory session of the seminar, distinguished visitors from many foreign countries were present to give an account of the role of the youth of their land in National Reconstruction.

The writer of this article had the privilege of conducting this seminar as its Director, and he has given below a brief analysis of the salient points evolved during the course of the discussions and

deliberations of the Seminar, for the benefit of the youth of the country.

The place of Youth in National Reconstruction

1. The youth should play a prominent part in National Reconstruction.

2. There are many obstacles in the way of the youth for playing such a role, such as :

1) A sense of frustration arising out of the existing gulf between ideals and realities ;

2) The acute problem of unemployment and poverty ;

3) The absence of educational opportunities for all young men to develop their full and many sided personality ;

4) The lacuna in the system of education which is divorced from life and the realities of the situation in which the youth is placed ;

5) Narrow, parochial tendencies which limit the vision of the youth to restricted loyalties of caste, creed, provincialism and linguism ; and

6) The absence of proper youth leadership on broad humanitarian and national lines, irrespective of party or group affiliations.

3. Whatever be the obstacles and difficulties in the way, the youth has to face them boldly and overcome them with faith, unity and organisational ability in order to achieve the new social order based on social justice and economic equality. Such an effort demands vision, foresight and a commonness of purpose

ideals of a Welfare State and the socialist pattern of society have to be clearly understood. This goal has to be reached by democratic means. It is, therefore, essential to study the implications of our goal and our method.

3. The State has launched huge schemes of reconstruction under its first and second five-year plans. It is necessary for the youth to study these plans and programmes and understand the trend of our national effort to reach the goal.

Such a study of problems connected with Democracy, National Planning and Developmental Schemes should be made in an objective manner with a thoroughly free, critical and impartial outlook.

4. To the extent it is possible to associate actively and co-operate with the State in the execution of these plans and schemes, the youth should render all possible assistance. In a democracy, close and intelligent cooperation between the efforts of the State and the individual is essential, though a critical study and assessment of the principles and policies of State administration would be necessary for rectifying existing defects.

5. Students should not actively associate themselves with the work of political parties. They should not give room for these parties to exploit their energy for their own ends. A keen and intelligent awareness to existing social, economic, political and cultural problems and a thirst for knowledge and culture are essential requisites of a good student. To this end, students should devote their major time and energy and prepare themselves for life with hard work to devotion to studies.

6. Active and effective participation in various nation-building constructive programmes would provide ample scope for the utilisation of the energy of the youth in proper and desirable channels.

The Youth and the State

1. India has accepted the socialist goal and the democratic pattern of life to reach this goal. This implies a keen and intelligent awareness of our rights and a proper understanding of our duties with reference to our State and society.

2. The vision of the future goal of our national life is an important factor as a source of inspiration to the youth. The

The Role of Youth Organization

Youth and students' organisations have played a dominant role in the

progress of every country during its national life.

2. The objectives and ideals of those organisations have been varied and diverse. But they have all been inspired by the felt needs of the time and have always represented in an ample measure, the creative urge of the country towards progress based on its own peculiar traditions, problems and national ideals.

3. In our own country, during the days of the recent freedom struggle the youth has always been in the forefront at all stages. It must be acknowledged that the youth has contributed to the success of this great struggle in a considerable measure.

4. Today, when political freedom has been achieved, it is the duty of the youth organisations all over the country to work hard for economic and social freedom, which alone lead political freedom to the desirable goal. With the attainment of political independence, our task has just commenced, and hard and persistent nation-building work lies ahead of us. This is the dominant urge of all youth organisations in the country to-day.

5. The existence of various youth organisations in the country - Statewide, regional, national and international - is inevitable and essential. Each organisation must develop in its own way and work towards the common goal of the nation.

6. Youth organisations are of two kinds - those which are youth wings of political parties and those which are of a non-party, non-political character. Both these types of organisations have their own place in the national life of the country.

7. Student youth organisations have a restricted role to play. Their activities are confined to student problems and nation-building activities which can be taken up consistent with and suited to their student life. Study circles and cultural activities should find a dominant place in all their programmes. Full and

many-sided development of the personality of the youth should be their major objective.

The Bharat Yuvak Samaj

1. The major objective of the socialist society accepted by our nation has to be achieved through peaceful and democratic means. The Indian youth should therefore actively participate in all movements of social reconstruction and pledge himself to fight disruptive forces of all shades that undermine the growth of a broadbased movement for a socio-economic revolution in the country. The need of the hour is the proper utilisation of the energies of the youth for reconstruction work.

The efforts of our national leadership towards the Second Five Year Plan are chiefly directed to keep pace between industrial development and economic betterment and raising living standards. The youth should actively participate in the Plan to make it a success.

The task of rebuilding a socialist society presupposes mobilisation of the man-power and resources to the maximum possible extent. The youth that has always been in the vanguard of the struggle for independence has to rededicate itself to newer tasks of social transformation and national reconstruction. This requires huge efforts to mobilise and enthuse the youth on progressive and constructive lines.

2. The need of the hour today is the creation of a common platform of unity, work and action to our younger generation, irrespective of parties and politics. The Bharat Yuvak Samaj offers such a common platform to the Indian youth of different shades of opinion and affiliations for building up a united, broadbased, democratic movement as an integral part of the all-embracing social reconstruction movement in the country.

All youth and student organisations, irrespective of their political opinions, should join hands with the Bharat Yuvak

Samaj in bringing about a non-partisan and broadbased youth movement in our country.

3. In addition to the 12-point programme already accepted by the Bharat Yuvak Samaj, the following additional activities were suggested by the delegates.

a) Promotion of a spirit of dignity of labour by hard work.

b) Development of the varied and full personality of the youth by a programme of many-sided activities.

c) Collection of rural statistics and study of rural problems.

d) Development of a *swadeshi* spirit in all spheres.

e) Improvement of moral and cultural standards.

f) Drive against illiteracy.

g) Slum-clearance work.

h) Appathi Sevak during national calamities.

i) Educated unemployment relief.

j) Promotion of the small savings scheme.

k) Development of rural cooperatives in villages.

l) Spreading ideas about National Planning - their targets and achievements.

m) Development of a national outlook among young men, irrespective of their minor, narrow affiliations.

n) Creation of service brigades for efficient national service.

4. To carry out the above programmes, the organisational pattern of the Bharat Yuvak Samaj should be dynamic and creative. It should be based mainly on the principle of centralised direction and decentralised functioning.

The above analysis of the conclusions of the Seminar brings out clearly the need for the development of a powerful all India youth organisation like the Bharath Yuvak Samaj, which should offer a common platform of unity, work and action to our younger generation on a broadbased, non-official, non-party basis. The objects and ideals of the Samaj as defined in the "Charter", adopted in January 1956, are as follows :

"The objects of the Yuvak Samaj will be the same as those of the Bharath Sevak Samaj, and in particular,

a) To strive for a new social order which ensures social justice and equal opportunities in all spheres of life and eliminates social barriers preventing equality between man and man;

b) To mobilise the Indian youth for various tasks of national development and social reconstruction;

c) To make constructive efforts towards the cooperative solution of problems of the Indian youth and assist in their economic, social and cultural development;

d) To explore, develop and provide avenues and opportunities of voluntary service for the Indian youth in furtherance of the broad objectives of the Yuvak Samaj;

e) To foster among them a sense of discipline and develop a high capacity for leadership, patriotic outlook and awareness of socio-economic problems."

These objects are worthy of being translated into action, and it is the ardent desire of the youth of the country, including the present writer, to strengthen and develop the Bharath Yuvak Samaj to fulfil its mission.

TEACHING OF ENGLISH

Dr. Forrester's Findings

By

A. S. VENKATRAMAN, B.A., L.T., Madras.

I have read with interest Dr (Miss) Forrester's article "The Teaching of English—reasons for continuing decline." She puts the blame on the reduction of hours devoted to English due to the change of medium. Years ago a commission was appointed in Bombay, and the Paranjype report gave the verdict even then, that the medium of instruction had nothing to do with the quality of English. Low English standards could be remedied by better quality of teaching; that was the finding, and it is pleasing to note that Dr. Forrester wants the Universities to arrive at an agreed standard. This could be implemented by stimulating general reading on topics of common interest, by emphasis on the structural approach to English and by the use of modern idiomatic English. No truer or more appropriate words could be spoken. I should think that more havoc than has been thought of, has been wrought by the routine (meaningless) school inspection reports and the howlers of examination reports, more often fictitious than real. If Miss Mayo's Mother India was styled a drain inspector's report by Gandhiji, I don't know what words to use with reference to the two things mentioned above. Good teachers were not encouraged, and bad teachers could not be improved, as no suggestions were offered. Good schools did not become better, while bad schools became easily worse. All credit to inspectors and examiners! Those who offered to do some research in examinations were put down by the wooden system, "too wooden, too iron, too inelastic to suit changing times."

Reports were fine, but were unrealistic, for they could hold good with reference to any school even without the trouble and expense of inspection. I know of two honest, well meaning (and by no means inefficient) inspectors, one of whom used to say, "You are here, why should I inspect your school? Why should a

highly paid officer like me visit an elementary school?" Another had the candour to confess that he was not fit to be an inspector. But both of them were among the admittedly efficient inspectors. These two were at any rate conscientious, but I had better not say anything about the majority of them who delightfully took part in perpetuating the farce for obvious reasons.

I am painfully aware of some D.E.O's, who while seeking to demonstrate their ability to teach better, failed miserably, while others did not want to paint the lily. But whatever they felt in their heart of hearts, they had been instructed by the department not to glorify schools and headmasters, nor to give credit to what was attempted at schools. Some D.E.O's had the effrontery to inspect and report on some first-rate schools, which were run on experimental lines, for which there was no provision in the convention-ridden TIR (Tabular Inspection Report) and of which they were blissfully ignorant. God alone knows what the terms fair and satisfactory among others meant. And yet they were highly paid officers! Besides, there is another cause. Books that were prescribed for S.S.L.C. contained few passages in modern English. I remember those days when I objected to the inclusion of passages from Charles Lamb in the S.S.L.C text because of their quaint style and long involved sentences; the late Mr. Statham was one of the few who had a spark of refreshing originality to admit and appreciate the force of my contention as early as 1930 or 1931.

Schools are changing, but changes are unknown to the rules of inspection and the inspection code.

If only these inspectors and examiners had a more realistic view of their job, I am sure, things could have been better, and I trust they will be so in the future at least.

Guiding Factors of Effective Teaching

By

SHAMSUDDIN, B.A., B.T., M.Ed., Raipur, M.P.

Teaching is the understanding of the development of the man in a child. In other words, it is an enterprise to subjugate the beast in him and provide for the healthy development of the spirit which distinguishes him from all other animals.

Here, then, is a great task for the teacher to perform. The means which he adopts to achieve the same is the giving of suitable information to the pupil, so as to enable his life to suit the environment around him. He is therefore provided opportunities for profitable activities, mental as well as physical. Finally, teaching is a process of preparing the pupil for future life as a human being with physical and spiritual aspects harmoniously developed.

TRIANGULAR RELATION

The process of teaching forms a triangular relation between the teacher, the pupil and the knowledge. This helps the child to develop his physical, mental, moral and spiritual powers and enables him to be a perfect man of society. As the teacher and the pupil are living beings, the general principles of teaching vary according to their changing nature.

First of all, there is the principle of activity. The child by nature is an active member of the human species. He cannot keep quiet and tries to learn by doing things himself. As such, the teacher should bear in mind the all important factor of the child's mind and should very carefully try to plan his lesson in such a way as to allow full scope for the activity of the child.

Secondly, there is the principle of linking the knowledge with life. Life is nothing but a chain of innumerable experiences connected with the past, present and future. Knowledge is useful

and worth acquiring, only when it is related to life. Thus teaching should aim at imparting instruction which enables the pupil to link his present experiences to those of past and future.

ROUSING INTEREST

Thirdly, there is the principle of interest behind the successful teaching, and this is of paramount importance. Unless the child has interest and gives prompt cooperation, the teaching cannot be fruitful. To rouse interest in the pupil, the teacher has to link his work with activities in which the child is much interested.

The fourth principle is that of selection. There is much to be learnt in life. But art is long and life is short. Hence to equip the child with all that is very essential and useful, the teacher has to make a selection of the material to be taught to the child, in a limited period of time. The selection has its foundation on the aim and object of education and the abilities of the teacher and the taught.

Again, there is the principle of division. Knowledge should be divided into different steps, one following the other like links in a chain. This enables the child to go ahead smoothly through successive stages of knowledge without any disgust.

In the end there is the principle of revision. The knowledge, unless used and revised, cannot become part and parcel of the child's mind. Hence continuous practice and drilling becomes very essential in teaching. After every step there should be the process of revision. This helps the teacher to make sure whether the pupil has assimilated the things fully or not.

Thus the quality and efficiency of teaching should be based on the above principles.

The more they are brought into practice, the better is the result.

Educators therefore should take into account all the points mentioned therein to bring about the desired effect and score the goal.

International Congress On Home Economics

Families in all parts of the world are making changes in the way they live because of the new economic and social conditions in the various countries. Increasing industrialization brings some of the same changes to Norway as to New Zealand. Large numbers of married women in paid employment outside their homes create similar homemaking problems in Sweden and in the USA. These and other problems—some universal, some unique to particular countries—are reported in preliminary papers submitted for the Ninth International Congress on Home Economics. This Congress will be held at the University of Maryland in the United States of America, July 28 to August 2, 1958. Delegates to the Congress will discuss how home economics programs can help families master the problems brought about by the changing economic and social conditions.

The preliminary reports from 12 countries also describe the changes that are taking place in educational programs in many countries. Education in home economics today teaches new methods of homemaking. It places greater emphasis on the management of family finances and other resources and on personal relationships within the family. Community and public services provide some of the services formerly carried on within the home. In many countries, when women work outside of the home in order to supplement the family income, husbands and children give more assistance with the homemaking tasks. This is leading to homemaking education for both boys and girls in the

public schools of some countries. Another reason for including boys in homemaking classes is the recognition that homemaking is a partnership. Both husband and wife need to understand its principles.

The reports for the international meeting also indicate that home economics is being advanced by research and by increasingly higher educational requirements for teachers, dietitians, and extension service workers (advisers in adult and out-of-school youth programs). Twelve countries submitted reports. They are: Canada, Denmark, Finland, France, Federal Republic of Germany, Israel, Netherlands, New Zealand, Norway, Sweden, United Kingdom, and the United States.

Most of the delegates from countries outside of North America will take part in a week's educational tour in the United States before the Congress. During this week, delegates will observe the many types of professional work in which home economists in the United States are engaged. The delegates will also visit two large universities to study university education in home economics. After the Congress they will spend a week in similar study in Canada.

The Ninth International Congress on Home Economics is a world meeting of home economists. It is sponsored every three or four years by the International Federation of Home Economics (Federation Internationale de l'Enseignement Menager) which has its headquarters in Paris, France. The American Home Economics

Association and the Canadian Home Economics Association are organizing the 1958 Congress. Most of the arrangements for the meeting are being made by the American Home Economics Association from its headquarters in Washington, D. C. The Congress will be held on the campus of the University of Maryland, 8 miles from Washington, D. C. About 1,000 persons are expected to attend. Delegates will include teachers of home economics, administrators and supervisors in government ministries of education, persons engaged in other types of professional home economics work including business positions, and the official representatives of many countries.

The theme of the Congress will be "Education in Home Economics Relative

to the Social and Economic Conditions in the Individual Countries." The plenary sessions at the Congress will consider various aspects of this theme. In small group meetings, the delegates can exchange ideas with colleagues from other countries. Delegates will also visit government agencies and other places of cultural and professional interest in the Washington area. On one evening delegates from abroad will be guests in American homes in order to see how families live in the United States.

Further particulars may be obtained from the Congress Director, American Home Economics Association, 1600, Twentieth Street, N. W., Washington 9, D. C., U. S. A

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A "University City" in Peking Suburbs

By

Shen Kuo-hsiang

Before the founding of the People's Republic in 1949, the area that covers scores of square kilometres between the Peking city wall and the Summer Palace was either farmland or cemetery overgrown with weeds, with no buildings save a few on the Tsing Hua University and Yenching University campuses. The change that has taken place during the last few years after the birth of the People's Republic is great indeed. New buildings covering several millions square meters have been erected and equipped with a running water system and electric lighting, with asphalted thoroughfares surrounding them.

Whether from the Teh Sheng Men (wall gate) along the woody highway to the Summer Palace, or from Hsi Chih Men (wall gate) and down the broad boulevard leading to the same destination, the eye sees now on both sides several hundreds of tall buildings, either finished or in scaffoldings. Six-wheeled lorries, laden with materials destined for building sites, speed to and fro along the roads kicking up clouds of dust. China's seats of higher learning are being born one after another on this place. As evidence thereof, the No. 31 bus between Peking and the Summer Palace stops at 20 stations, 11 of which are named after the schools located there.

In addition to the Tsing Hua and Yenching Universities, both of historically long standing, ten institutions of higher learning have been built. They include the People's University, which is a new-type university in New China, the Peking Institute of Geological Survey, training 'intelligence officers for underground resources,' the Peking Institute of Steel and Iron Industries which trains 'red' metallurgical engineers able to "lead and plan" for production, the Peking Aeronautical Institute which trains New China's first generation of aeronaautical engineers, the Peking Institute of Law and Politics which trains

legal and political front figures in the class struggle, and the Central Institute of Minorities, which recruits students from the country's various national minorities. Also: the Normal University, the Peking Institute of Medicine, the Peking Institute of Physical Training, the Peking Institute of Mechanized Agriculture, the Peking Institute of Post and Telegraph . . . Undergoing training in these schools are 50 to 60 thousand students intent on several hundreds of specialised studies. Many of these specialised studies are the first in China, such as the electric calculating machine, transistor, geophysical and engineering geology, steel stress processing, mine survey, etc. Some of these have been established in no other country except the Soviet Union.

The Peking Institute of Steel and Iron Industries, one of the new schools set up in 1953, is a merger of the metallurgical departments of 5 schools, including the Northwest Engineering Polytechnic and the Tangshan Railway Polytechnic. At the time, the school site was still farmland, the 400 students studied in classrooms borrowed from Tsing Hua University. For the last few years, the Lecture Hall, Administration Hall, Laboratories and Dormitories, all of which occupy an area of 110,000 square metres, have been built, exceeding Yenching University's 30 years' construction by 40,000 square metres. More than 4,000 students are enrolled in 8 specialised studies distributed over 5 departments. For the last 5 years, the number of professors and students has increased ten-fold, and it has supplied the country with 1,400 highly trained technicians in metallurgical industries.

The Peking Institute of Geological Survey is modelled on the Soviet Union's school with the same name. It has students from all parts of the country. The new buildings and the carpet-like lawns are an ideal ground upon which 5,000 'construction vanguards' study or relax.

Before Liberation, not only there was no school of the University level specially to train geological technicians, even a geological department of an engineering nature was lacking. At that time, there was a Geology Department or seminar in the Peking National University, Tsing Hua University and Tengshan Railway Polytechnic. They were, however, courses of a theoretical nature, and students were few. In 1937, there were only 4 graduates from the Geology Department of Tsing Hua University. Few as they were, it was still difficult for them to find jobs. They were forced to abandon their calling and to make a living in some other way. During the 40 years from 1913 to Liberation's early period, the number of workers in geology never exceeded 300.

After Liberation, the People's Government set up the Institute of Geology Survey in order to quicken the pace of socialist construction and to open up the rich underground treasures. There are now 8 specialised studies and 6 departments. Except the study in Geological Survey and Prospecting, all the specialised Studies are new. According to the requirements of the teaching plan, 90 laboratories have been set up for experimentation by students. During school attendance, students have 4 rather long periods, in which to study in the field or an actual production site, so that theory and practice can be closely combined. For the last few years, this school has turned out for the country 2,400 geological technicians of the new type, twice the number of students enrolled in the universities' departments over 40 years from the Manchu Monarchy to the end of Kuomintang period. These new-type graduates have proved equal to their task at production. Some of them have taken up responsible and leading positions. Of the 97 graduates from the Specialised Study in Geology, there has been none whose knowledge is unequal to his assignment.

The Peking Mining Institute is a neighbour to the sister Institute of Geological

Survey. It was the earliest to be set up in 1952 here. Its 4-storied buildings were then the only ones in sight. Professors and students walked to the school along narrow paths across dovetailing fields. Now immediately inside the main gate are good asphalted roads. At the crossroads stands a road-direction board, which tells you the way to dormitories No. 8 and 9 or classrooms No. 2 and 4. The former farmland has become an institution of learning.

This school grew out from the former Chiaocho Engineering Polytechnic. There are 8 specialised studies charged with training highly qualified technicians for the principal divisions in modern mining engineering. In the beginning, there were only a few scores of teachers. For the past few years, the Government has adopted measures to raise the level of the original teachers and to qualify the young tutors, thereby increasing the number of teachers 18-fold. As required by the teaching plan, 10 million words of teaching and reference materials have been either translated or written by the teaching staff.

The teaching facilities left by the Chiaocho Polytechnic to the Mining Institute were rather exiguous. Now, there is a complete set of mining equipment in addition to precision instruments for 27 laboratories and experimental workshops, plus the excavating combines for practice by students. In value the existing equipment is 100 times that of the Chiaocho school. There are now 4,000 students. There have been 2,000 graduates, 10 times more than the total number of graduates during the 41 years of the Polytechnic's existence.

On one side of the Mining Institute is the Peking Petroleum Institute, on the other side the Aeronautical Institute, the Institute of Medicine, etc. Here one school stands next to another. At night, electric lights cluster into a 'milky way'. Yes, this is a flourishing and busy university city.

EDUCATION AND DEVELOPMENT

" NATURE'S " SURVEY

Sir Sydney Caine's paper, " Education for Development ", was read at the British Association meeting in Dublin.

Although Sir Sydney was concerned largely with the under-developed countries, much of what he said about the part which education has to play in the business of development bore closely on economic or industrial development anywhere, whether in the developed or the under-developed countries. As Sir Sydney pointed out, the real difference between such countries lies in the magnitude of current incomes and current capital equipment. Broadly, the under-developed countries are the poorer countries of the world and the developed are the richer, and though there may be no precisely agreed definition as to the meaning of richer or poorer, there is rarely uncertainty as to the category to which particular countries belong.

If, further, we remember that at the bottom of the process of development is the creation of wealth, and that this in turn depends on the application to a country's basic national resources of human skills and labour, assisted by capital, in turn the product of human effort, it is understandable how largely education is the common factor and the common problem. Without human skill and labour, natural resources are indeed useless; and of capital Sir Sydney remarked again that it depends on human endeavour and human abstinence to bring it into existence. The spread of knowledge and skill is fundamental to the whole creation of wealth.

Sir Sydney passed briefly over the question of technical knowledge, without deprecating it, emphasizing that merely technical knowledge is by no means enough. It must be supported by advancing fundamental scientific knowledge, as well as by the habit of mind, apt to be overlooked in the West, which accepts and applies technology, combining theoretical

knowledge from books and laboratory experiments with the readiness to engage in hard and dirty labour. Again, the technologist needs also the support of more general education in two senses. Besides the creation of more wealth, full and healthy social and economic development involves raising the level of social organisation and economic capacity, and this can only follow as the level of education is raised. Secondly, economic developments do not occur in isolation; and the production of more wealth brings new problems of distribution and utilization, the solution of which requires men and women trained in economics and social science as well as in natural science and technology.

Often, however, the problem of economic improvement is fundamentally one of sociology, not technology. The would-be developer repeatedly encounters situations in which sociological obstacles prevent the adoption of a major technological change which would substantially improve economic output, and Sir Sydney cited as an example the production of rice in Ceylon. This could be increased substantially by major new technical developments of irrigation and opening up unused land, but much more substantially by the adoption by existing rice cultivators of better methods already proved elsewhere. The latter means would not have involved the considerable capital investment necessary for irrigation and land development, but propaganda and persuasion of a complex type, because the existing technique of growing rice is bound up with the whole way of life in villages, and affects family relations, inheritance and even religion, thus representing a long task for the sociologist as much as for the agricultural technician.

This illustrates the second broad aspect of the need for general education which Sir Sydney Caine emphasized. It is not sufficient for the directors or operators of

development to be trained in matters other than technology: the general public with whom they deal also must be sufficiently well and broadly educated. In agriculture, as in all industrial or other advanced technological operations, a sufficient level of general education is essential; and in most under-developed countries the shortage of technicians and skilled craftsmen is the real obstacle to rapid economic development. Technology is not enough. Technicians and technologists must be educated in the social as well as in the natural sciences, and the mass of the population as well as the technical elite require general education.

Reviewing next the problems of education in the under-developed countries, Sir Sydney pointed out that only highly developed countries can afford general education in its modern form, and in starting from scratch in the under-developed countries the cost of technical education can be appalling. Moreover, the diversity of language constitutes a complication which can be a most serious obstacle, particularly as higher education is bound to make great use of languages foreign to the mass of the people, while mass education is necessarily conducted in the vernacular. The supply of text-books and periodicals is another great difficulty, especially at the university and post-graduate level; and the whole problem is often further aggravated by the emotional aspects of language. Sir Sydney did not hesitate to condemn the waste of time and effort, at a time when rapid progress in education is so urgent, caused by the multi-lingual education due to racial or national prejudice. Even without this, it is difficult indeed, with the great shortage of highly trained men and women, to induce enough of them to enter the higher levels of the teaching profession, and especially in those countries emerging to national status from colonial dependence.

All this raises serious threats to the quality of education. In spite of the acute shortage of qualified local citizens for university or technical teaching, for

example, emotionalism sometimes prevents effective use being made of outside assistance. Sometimes, too, it is assumed that if the right things are done, real incomes will rise and real wealth grow unprecedentedly quickly; and there is a real danger of sacrificing quality to quantity and of so overloading the teachers that they become ineffective. Sir Sydney referred particularly to the danger of lowering standards of admission to universities. -

The considerations noted by Sir Sydney imply that by its very nature the task of education for development must fall in the main upon the under-developed countries themselves, and in this connexion he stressed the importance of the 10,000 overseas students in the United Kingdom, the great majority of whom come from under-developed countries, while a high proportion of these are privately financed. Nevertheless, the developed countries have a most important part to play, particularly at the level of university and technical training, but their own specialized manpower difficulties set strict limits to what they can do; and Sir Sydney commented that the London School of Economics has every year to reject a high percentage of applications from abroad for higher degree studies because it has reached the limit of the numbers which its teaching staff can effectively supervise. The resources to be shared with the less advanced countries are not solely finances but above all highly trained men and women; and this is already being done by numerous agencies. Besides the great help given by British universities, through their organization as well as by offering places to overseas students, more than £29 million has been contributed during the decade 1946-56 by the British taxpayer to overseas students and education through the British Council and Colonial Development and Welfare Funds.

As the fruit of these and earlier efforts, there are now in British Colonies or former Colonial dependencies four universities, five university colleges and

various other institutes of higher education. The Colombo Plan, which is essentially a collective name for various loosely co-ordinated pieces of mutual assistance by one Commonwealth country to another, has brought to numerous individuals in the under-developed areas opportunities of study overseas and grants of assistance to educational institutions. Commonwealth countries are also helping in ways quite outside the Colombo Plan, while many countries have received considerable aid to education under American foreign aid programmes. There is also the substantial help given by the Rockefeller Foundation and other private foundations, particularly for the initiation of new projects; and on the international plane much is being done through the Technical Assistance Board of the United Nations, through the United Nations Educational, Scientific and Cultural Organization and in specifically technical fields by the other specialised agencies such as the Food and Agriculture Organization and the World Health Organization.

Both the finance and technical personnel required for all this come in the main from the developed countries, and in this connexion Sir Sydney urged the importance of doing everything possible to ensure that British people who undertake a period of service abroad do not thereby damage their prospects for appointments in Britain. Something more could also be done to encourage the exchange of books and periodicals and the movements of scientists and other learned men. This is still liable to be hindered by political considerations even

in non-Communist countries, and Sir Sydney fears that there is a danger of a system of exclusion of books and periodicals, arising in non-Communist under-developed areas. Every effort should be made to assist people from under-developed countries to attend meetings of learned societies and to ensure that the problems of these countries receive attention at such meetings; Sir Sydney also suggested that the production in a single language, appropriate to a particular area, of summaries of scientific publications in diverse languages would be a very fruitful piece of international co-operation.

Such projects can scarcely become effective, however, unless the less developed countries refrain from accentuating difficulties by exaggerating political, linguistic and psychological obstacles. If, however, the developed countries use to the full their opportunities for initiative in sharing their educational resources along such lines as Sir Sydney Caine indicates, that in itself would encourage the growth of mutual tolerance and goodwill. There would, nevertheless, appear to be a wide field in which professional societies could support what the universities and many educational institutions are already doing, not only to encourage the growth of such an atmosphere of goodwill, but also, and no less important, to assist the wisest and most effective use of the most precious of all resources, in developed and under-developed countries alike - that of trained men and women.

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Education and Travel

By

T. N. RAO, B.A., L.T., Dip. in S.Edn

Education, however good in itself, cannot be said to be complete without wide-spread travel both in one's own country and abroad. Education, no doubt, goes a long way to enrich the personality of an individual, but it cannot raise his mental and cultural standards, which requires first-hand knowledge and practical experiences of life. Inert facts culled out from books cannot dispel our ignorance and improve our knowledge. In this connection, I am reminded of the wise sayings of Henry Adam : " Nothing in education is so astonishing as the amount of ignorance it accumulates in the form of inert facts." Again, Robert Burns said : " What's a' your jargon o' your schools, your Latin names for horns and stools, if honest Nature made you fools." Education, to be true and abiding, should imbue in us a spirit of love of Nature and happy communion with her visible forms. As beautifully said by Byron :

" There is a pleasure in the pathless woods,
There is rapture on the lonely shore
There is society where none intrudes,
By the deep sea and music in its roar ;
I love not Man the less, but Nature more. "

So, education should also imbue at the same time love of Man and his achievements, past and present. A wider and healthier outlook, a better understanding of men and things in their true perspective, a sympathetic and liberal way of assessing human values, a sense of fellow-feeling and happy reconciliation to conflicting social orders, and cultivation of friendly relations with different kinds of people, and above all, bringing us face to face with the grandeur and beauties of Nature, are among the benefits which travel confers on education.

Travel is self-education. It is a pleasurable educative process. Travel comes to your aid, where words fail to give

completeness to your mental visualisations, and beggars the descriptions of even the best authors. Travel brings in its wake a train of happy associations and an exhilarating effect on your sense of beauty. Socrates said : " See one promontory, one mountain, one sea, one river, and see all." A vast country like ours, abounds in several promontories, mountains and rivers. The sea surrounds us on all sides except one. Is there a man with soul so dead, who would not wish to be on the towering heights of Kanchen-junga, or enjoy the serene beauty of the hills and lakes of Kashmir, or gaze in admiration at the vast expanse of the roaring waters of the sea lapping the footsteps of Kanyakumari (Cape Comorin) or sail placidly on Ganga's breast, and look in wonderment on the tall and golden spires rising into the clouds on her banks ? Who will not wish to see all that Man and Nature can present in this world ?

Having regard to the value of travel in education, our educational institutions and Universities have made excursions and cultural tours a part of high school and university curricula. But travel only to a few places of interest will not be adequate for the purpose. To make education self-sufficient and serve you in all its manifold aspects, extensive and intensive travel is necessary not only in one's own country but in foreign countries as well. After the advent of freedom, we find a very large number of students, business people, artistes, tourists and others visiting foreign countries. Our Government, by issuing visas freely, is encouraging foreign travel. The visits of our youths and other enterprising men to foreign countries, on different missions, are silently strengthening the bonds of friendly and

cultural relations with those countries and indirectly raising the status of our motherland to the level of the highly advanced countries of the world. So, let every educated son and daughter of our country, who can afford to take to such travel, make it a point of travel not only throughout the length and breadth of this country, but also to foreign countries. Let them not sit idle after they finish their educational career. Let them not be satisfied with a "crust of bread and a corner to sleep in," because ignorance is degrading, only when found in company with riches. Let them shed their stay-at-home habits and become enterprising representatives abroad. Shakespeare said, "Home-keeping youths have ever homely wits." He also said : "I would rather entreat thy company to see the wonders of the world abroad, than living dully slaggardized at home, wear out thy youth with shapeless idleness."

At present, the economic conditions of India and the high cost of living deter many willing people and young men of this country from travelling far and wide, much less abroad. India is fairly well provided with roads and railways, and the number of people that travel annually is estimated around 2,500 millions passengers, and this figure is sure to rise even higher by 1961, when increased transport facilities as envisaged in the second five-year plan become a reality; but for a majority of travellers, at present, the pleasures of travel are marred by the discomforts of travel. It is for the Government to provide adequate amenities and comforts for the travelling public and encourage travel at cheaper

rates. Our Universities and high schools should provide also opportunities for youths of ordinary means to tour in teams throughout India and abroad.

Again, tourism in India is not as efficient and popular as in America or Europe. The Central Government has established a Central Directorate of Tourism and opened tourist agencies in some important cities like Bombay, Delhi, Calcutta and Madras, but in a vast country like India they are inadequate and are also beyond the reach of the masses. Only well-to-do people who can afford to spend large sums of money for their travel and comforts, contact these agencies and travel agents. The Government is trying to popularise these agencies, but they are known only to small sections of the Indian people. The Central Directorate of Tourism of Jammu and Kashmir seems to be the most popular of these agencies, in view of the fact that a large number of people visit Kashmir every year for enjoyment of natural scenery and holiday-making. The only way to improve the present conditions is to start more tourist agencies in all States of India and also have a number of tourist publicity and information vans with films and publicity material to tour through the interior parts of the country and stimulate interest in the masses for wide travel. Air-travel should be made popular and more safe, and road, rail and air-transport should be well coordinated and organised on a more efficient basis. Let us look forward to the days of better transport, better communications, better social services, and better facilities, by the end of the second five-year plan atleast.

School Discipline and Teacher's Personality

By

M. S. V. CHARI, Tindivanam

For sometime past, the lack of discipline in educational institutions has been a source of elaborate discussion, by our leaders, political and educational, all over the country. Many have been the remedies suggested by them, chief among them being the affording of better facilities for students to concentrate upon their studies, e.g., better hostel facilities, better libraries, a lesser student-teacher ratio, etc. Needless to say, they have remained only pious exhortations, because all these mean greater finance.

But I am afraid, certain aspects which have a direct bearing on this issue have never been taken note of. I am sure no one would dispute the fact that, at any rate, the teacher with a personality has not this problem of lack of discipline to face, much less to solve. There have been great teachers in the past, whose very presence in the class-room resulted in pin-drop silence. Putting it conversely, if we only exerted some attention in the matter of developing the personality of our teachers, we would have made great leeway in this direction. I wonder if the development of personality is a subject directly dealt with in the training colleges; I am however aware that the subject of personality would come in indirectly in any course of psychology, which is a subject of study in all training courses. This is not enough. I would put in a vigorous plea for devoting a decent number of periods to the study of the theory and practice of the development of personality.

While one has to admit that personality is a thing which could not be wholly acquired, it is none the less true that one could indeed build up one's personality by certain practical methods. First of all, it is high time we discard our new-fangled notions about our dress. At least, they ought to be exorcised from the educational world. It is said that dress maketh

half the man, and this is backed up by the Tamil proverb that a man without dress is only half-man. So that we ought to lose no time in recognising the importance of an elaborate dress in the development of one's personality. This, of course, does not mean gaudy or costly dress which would only give an appearance of dandyism, and which would have exactly an opposite effect, making the teacher the laughing stock of society. All that ought to be attempted is to develop the habit of dressing simply but well. The dress must suggest an appearance of seriousness about the wearer. It needs no emphasis to say that a man's bent of mind can easily be ascertained by the dress he wears. Conversely, teachers must wear a dress which would suggest the qualities a teacher is expected to have: sobriety, a sedate turn of mind, industry, a studious habit etc. They cannot afford to imitate the modern politician or even the Minister with a jibba, a towel and a four cubits cloth piece.

Then, there is another important aspect to be considered in this connection. Every teacher must deveiop a sense of pride in his profession and refuse to be cowed down by certain undesirable elements, both rich and low in society, and stand up for his rights when they are assailed. In this process, the Teachers' Unions could do a great deal. We have only to picture to our minds the proud bearing of certain Headmasters of old, whom it was not possible for any one in sociery, an aristocrat or a rowdy, to deflect from the course of their duties. You could read pride in their very look. And I have no hesitation in asserting that you would come across such great teachers even now, all over the country. The trouble is, we have not got them in sufficient numbers. I read somewhere of an anecdote about a British Headmaster

who did not raise his hat when the King entered into the premises of his school, but did so, on his departure. Asked about his strange conduct, he is said to have replied that he did not acknowledge the King's sovereignty within the precincts of the school, but outside the school, he avowed his loyalty to the King.

Such a proud bearing was by no means alien to the race of our ancient teachers, the *rishis* of old and even to our teachers of old. But of late, political circumstances have had a baneful effect upon the undoubted prestige of the teacher, to which lip sympathy is paid on every conceivable opportunity on public platforms, but is scarcely evident in the treatment meted out to him. Whatever that might be, teachers must revive the old spirit of pride in their profession.

To a very great extent, lack of discipline is also due to the fact that the teacher is not able to hold the students' attention in the course of his teaching. Of course, this is not an easy job for everyone. Even here, teachers of the humdrum type can indeed make much headway by making ample preparations at home and making elaborate notes of lessons. They could also collect a number

of jokes and humorous anecdotes which would serve to keep the students in good humour.

'Other methods of ingratiating themselves into the goodwill of the students would be to move with them freely without lowering their dignity or inviting contempt by their familiarity, to try to find out their difficulties and to offer advice, solutions or solace in so far as it may be possible for them to do so. It can never be gainsaid that the more the teacher is able to make contacts with his pupils *outside* the school, the less the problem of lack of discipline would be for him to face.

It is in the very interests of the teaching profession, that every effort should be made to overcome this lack of discipline in schools which may dishearten many a brilliant beginner in the profession and tempt him to turn his back on it at the first opportunity he should get to do so. We have been often hearing of the lament of great educationists, that the best brains in the country are not attracted by this profession, but to lose even the few who stray into it would be singularly unfortunate from the point of view of the good of the country.

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EDITORIAL

One by one

Every one knows the old adage :

One thing at a time, and that done well,
Is a very good rule, as many can tell.

But it can still be applied to familiar situations with unexpected consequences. Sri Kamalendu Chakraberty, writing in the *Teachers' Journal*, refers to an experiment at the Hiram College, Ohio, and the Kiskeminetas Springs Schools for Boys, Pennsylvania, which sought to apply the rule of one after another in regard to the study of the various subjects in the curriculum. What is known as the single course study plan was tried. The principle here is to concentrate on one subject at a time and then pass over to another, instead of studying all the subjects in the curriculum simultaneously. This is based on the assumption that the child does not like studying, however it is organised, and that concentrated courses are more easily absorbed. Interest can be roused only by concentration, and once interest is aroused, further study becomes easy.

"The practice," writes Mr. Chakraberty, "was as simple as the theory; two months for geometry and nothing else, and then two months for history only, and so on over three or four years." It is claimed that the results are satisfactory, that pupils have been scoring more marks and that failures have been reduced during the last ten years the experiment has been in progress.

It is an experiment worth trying on the Indian scene, provided proper precautions are taken to delimit the range over which it is to be tried. We are only anxious that amidst so much confusion prevalent in almost all matters educational, further confusion should not be created by experiments of this kind, however worth while they may seem *a priori*.

The S.I.T.U.

All interested in education in this country or indeed in any country should

rejoice at the South Indian Teachers' Union reaching its fiftieth year. This may be a small period in the history of a nation, but it is longevity in an institution. Following the establishment of the Madras Teachers' Guild in 1895 and the rise of some teachers' associations in the mofussil, the Union was formed in December, 1908. The State Educational Conference which met towards the end of last month at Palayamkottai, was utilized to commemorate this golden jubilee in some manner. A souvenir to mark the occasion has been brought out by *The South Indian Teacher*, the organ of the Union, and Mr. Humayun Kabir's address to the Conference was described as the golden jubilee address. We trust that celebrations on a larger scale will be conducted during December next, when the past can be surveyed and the future hopefully planned.

Writing on the diamond jubilee of the Madras Teachers' Guild in February, 1956, we hoped that the day might not be long away when education would cease to be the plaything of politicians and would be shaped, moulded and administered by the collective wisdom of teachers. That day is yet to dawn: but the need to work for it is as urgent as ever. And institutions like the Union will come into their own, only when that dawn arrives. In the meanwhile, let us pray for wisdom in their deliberations and good luck to their resolutions and schemes.

The Banaras Varsity

To most people in India the report on the affairs of the Banaras Hindu University and the Ordinance by which the Central Government took over its affairs would have come as a shock. But that the University had long been suffering from a chronic illness and that successive Vice-chancellors, in spite of their eminence, could do little about it, was in a sense well known. But nobody expected that the situation was so desperate or needed so radical a remedy. Nepotism, factions and cliques, malodorous politics,

fall of standards of rectitude both among students and teachers, chronic indiscipline — this is a sorry catalogue for a University which was started with high hopes of encouraging and reflecting Hindu culture at its best. When Mr. Sripakasha was the Governor of Madras, on one occasion, he said that the better university at Banaras was run by 4000 scholars in their private homes. As at Athens in the distant past, so it has been the tradition in Banaras for competent and disinterested scholars to study and teach in their homes whosoever should come to them. Though that old system is fast dying out, it is some consolation to remember that some traces of it are still found at Banaras and that the shame which has overtaken the modern University

need not be regarded as a stricture on Hindu culture as a whole.

The lesson we have to learn from the episode of the University is not merely confined to its four corners. In a smaller or greater measure, what is true of Banaras appears to be true of most of our Universities. All require critical surveys and radical overhaulings before it is too late. And after independence, the pretext of democracy has been well exploited to make University affairs all over India worse than they were ever before.

Banaras has shown the red light. Let all other Universities indulge in a little bit of introspection and try earnestly to set their houses in order.

Our Educational Diary

By

'PEPYS'

29-4-58 The following are some of the more important points made out at the Conference of District Elementary Teachers:— 1. The establishment of Tribunals at the Taluk level to settle disputes arising between teachers, the managements and the educational authorities. 2. Fixation of the basic pay of Elementary Teachers at Rs. 100/- per month, 3. The proposed changes in Elementary Education were welcomed, provided they did not dislocate the teachers' work or create unemployment among them. 4. The disbursement of half the salary as pension was demanded as against the one-fourth proposed by the Government. 5. Free educational facilities for children of Elementary Teachers. 6. Representation for Elementary Teachers in the Legislatures.

(I would specially commend the suggestion of an educational tribunal, as it would help to bring about good relationship between the teacher, the

management and the educational authorities.)

29-4-58 Speaking in the Lok Sabha, Dr. Shrimali said that the University Grants Commission had been authorised to give liberal grants to affiliated colleges as well. For example, a 50% subsidy was available in the matter of teachers' salaries in affiliated colleges. As regards the medium of instruction, he hoped that Universities would pursue a policy of caution and proceed slowly in switching over from English to the regional language. As for the criticism that many State Governments were not able to take advantage of the offer of subsidy by the Commission, he said that the Central Government could not help in this matter. He reminded the House that Education was not a first responsibility of the Centre. The Commission, he said, was an autonomous body. He suggested that the Commission should lay down higher standards for admission to

Colleges to avoid waste in the shape of large scale failures in examinations.

30-4-58 The Madras Educational Code Rules relating to recognition of schools and withdrawal thereof, have been amended. One of them states that recognition of schools soliciting foreign financial help in a way which might undermine the prestige of the country, might be refused or withdrawn by the Director with whom such authority rests.

30-4-58 According to Dr. Matthai, two languages, one regional and the other foreign, i.e., English, should be taught from very early stages. He suggested that all schools should be multi-purpose and that the pre-University course should be the last stage of secondary education. He added that regional languages might be the medium. Character and knowledge had to be kept as the objectives in mind throughout the course of education.

5-5-58 Inaugurating a Conference on Reading, Mr. Saiyidain stressed importance of fostering the reading habit. "We are not a nation of readers, and our traditional respect for books and knowledge has to be translated into love of reading for profit and pleasure," he said.

9-5-58 The Estimates Committee has suggested the constitution of an autonomous or semi-autonomous body consisting of prominent educationists for the formulation and administration of various scholarship schemes of the Union Ministry. It made particular reference to the great delay in the disbursement of scholarships which made the award less useful and timely. It also recommended the setting up of a machinery which would go into every complaint in the matter of administration of the scholarship scheme.

26-5-58 The Chief Minister of Andhra Pradesh gave an undertaking that the profits accruing from nationalisation of text books would not be diverted to the general funds, but would be wholly

utilised to improve the books and develop the schools.

28-5-58 The Kerala Government have issued a directive to all heads of educational institutions that none should be refused admission into schools under their care on any account. Additional accommodation could be provided in temporary sheds if need be.

x x x

The suggestion that all headmasters should get uniform pay was made at the seminar of headmasters held at Kodai. Other recommendations were that 1. more liberal grants should be paid, 2. regional languages must be taught by Pandits and English by trained graduates, and 3. greater freedom to headmasters in utilising special fees must be given.

5-6-'58 The Government have extended the scheme of Provident Fund-cum-Insurance-cum-Pension to all categories of teachers in Secondary and Special Schools from 1-4-58.

(The only snag about the otherwise gracious act of the Government is why teachers who retired before 1-4-58 and after 1-4-55 on which date it was made applicable to certain categories of teachers should be victimised).

8-6-58. The Government of India have accepted the demand of the Delhi teachers to set up arbitration boards to settle disputes.

(The State Government ought therefore to find no difficulty in accepting such a demand from the teachers from this State).

10-6-58 It is not likely that the President would give his assent to the Kerala Education Bill minus those provisions which the Supreme Court has ruled to be *ultra vires*. So the entire bill in its amended form would have once again to be placed before the State legislature.

XLVIII Madras State Educational Conference

The Madras State Educational Conference began its 48th session at Palayamkottai on May 28th. The venue was the spacious auditorium of the St. Xavier's College. Over a thousand delegates attended the Conference from all over the State.

Welcome Address

After flag-hoisting by the President elect and a prayer-song by Sri S. Venkatachalam, the Welcome Address was delivered by Sri I. A. Chidambaram Pillai, Chairman of the Reception Committee and Secretary of the M.D.T. College Committee. He asked the Conference to consider whether all elementary schools should be converted into Basic ones and whether the integrated elementary course of seven years be brought into force in all the schools.

With regard to the phased grading of high schools into Higher Secondary Schools, he pointed out that pupils who passed the 11th standard would be allowed to go straight to the three-year degree course, while those who passed the 10th standard would have to pass the pre-university examination before going to the degree course. The pupils in the pre-university class would have to study subjects through the medium of English, while those of the 11th standard in the Higher Secondary Schools would learn their subjects through Tamil medium. This was unfair to the pre-university students.

He pleaded for teaching all non-languages subjects in college classes in Tamil. He suggested that those managements of colleges which felt very strongly in favour of Tamil medium might make arrangements to give instruction in non-language subjects in Tamil, informing the University beforehand so as to enable it to prepare question-papers in Tamil. If half a dozen colleges made a move in the matter, others would follow.

Criticising the step of the Madras Government to nationalise the publication of text-books, he expressed the view that it would lead to indoctrination of the ideology of the ruling party and mental regimentation.

The upgrading of high schools into higher secondary schools, the starting of multi-purpose schools and the opening of different branches of study in the 3-year degree course involved a heavy outlay of capital and recurring expenditure. Unless Government and the University Grants Commission came forward with timely and substantial grants, it would not be possible for private managements to implement the reforms envisaged in the White Paper on Education.

Inaugural Address

Mr. P. T. Thanu Pillai, inaugurating the Conference, said it was the duty of the teaching profession to formulate their views on the various problems for the guidance of the legislators and Government.

The medium of instruction in colleges, Mr. Thanu Pillai stated, had to be viewed from an all-India point of view, taking into account the fact that our country was a multilingual one. If college education was to be imparted in the regional language in all areas, its implications had to be examined. It was stated that at present the students coming from high schools were finding it difficult to follow the teaching in colleges on account of the English medium. If English was properly taught according to the syllabus for eight years in the high school, the resultant knowledge should enable the students to follow the English medium in colleges. If they were not able to give this amount of training in the high schools, it was better that the teaching of English was abolished and the periods gained be devoted to other studies.

He was against making the pre-university course as the seventh form in higher secondary schools as proposed at present.

Regarding, the conditions of service for the teaching profession, he stated that the Central Government had taken the initiative for improving the pay-scales for college-teachers by offering 50 per cent of the extra expenditure. The other 50 per cent would be borne by State Government and management together. He hoped that something tangible would result.

Presidential Address

Sri G. R. Damodaran, in the course of his Presidential Address, said :

I rejoice to have been privileged to associate myself as President of this Conference at a time when you are celebrating the Golden Jubilee of the South India Teachers' Union. The Coimbatore District Teachers' Guild feels highly elated over this honour, particularly because, as some of you might know, the idea of constituting the Teachers' Union for Madras State had its origin at Coimbatore. It was the Rev. Theobald, the then Principal of Stanes' High School, Coimbatore, who first brought about the Coimbatore Teachers' Association into existence and suggested that a State-wide Union of Teachers should be organised in Madras on the lines of the National Union of Teachers in England. We have travelled far from that date and we have now the Union Minister for Culture and Scientific Research, Government of India—Prof. Humayun Kabir—to deliver the commemoration address of our Golden Jubilee of the S.I.T.U. and to inspire us on our march to its Centenary !!! During the past fifty years the S.I.T.U. has laboured for the cause of education and for teachers with a pioneering zeal. We all took forward to the celebration of the Golden Jubilee with great anticipation and pleasure.

As Swami Vivekananda says : Man-making must be our primary concern. Teachers are engineers working on human material, building men. It is the business

of the State and society to recognise this truth and treat its teachers, as engineers of men ought to be treated.

For some time now, languages have been in a state of ferment both in the country and within the curriculum in the schools. Uncertainty of clearly defined objectives of the relative places of English, Hindi and the Regional Language and their values, perhaps natural to the transitional situation in the country, has produced a linguistic tension among languages. As educationists, it is our business to approach this problem dispassionately, with utmost clarity of thought, giving no room for heat or bias. To me it appears that our main concern in education is the young men and women who enter the portals of our schools and colleges. In order that we may equip them to be functionally effective in a free and sovereign Republic, as equals among citizens of the different nations of the world, we should devise ways and means to equip them with up-to-date knowledge in all kinds of study. If this view is accepted the corollary would be that language is just a tool. It is a medium of communication and a vehicle of thought. As educators, it is our duty to keep this medium as transparent as possible, so that no student feels it difficult to get that knowledge. In order to enable our young men and women to take their place of pride alongside with scientists and inventors of the world, we should train them quite intensively in the proper use of the international language, English, which is functioning as the key to-day to the mysteries of modern science and technology for us. I plead therefore for a greater emphasis on the teaching of English in secondary schools and colleges as well. I am constrained to stress this, because, of late, there has been a drastic fall in the standard of English due to apathy, indifference and animosity cultivated against this most useful tool.

At present, controversy centres round the medium of instruction to be adopted in colleges. I am firmly of opinion that

creative thinking is possible only in one's own mother-tongue and the level of a nation's civilisation may be measured in terms of its creative thought and creative work. Therefore I am firmly convinced that Tamil should be the medium of instruction in colleges in our State.

At the moment we should set priority on the acquisition of knowledge with greatest economy of time, and therefore we need not insist on purity of language while translating scientific books into Tamil. Let us preserve the sanctity of Tamil language; but let us not restrain its growth as it seeks to enrich itself with vitality and vigour. Wherever our own language could provide the concept and terminology in its pure form, let us adopt it. But when this is proving to be too difficult and too time-consuming, let us not hesitate to transliterate words for the time being.

A research study was made to find the prestige of teachers as compared with 17 other occupations in Indiana University, U.S.A., and the elementary school teacher was ranked the 7th in the list. A similar research was made in India with 1,200 school leavers. Only 7.5% opted for teaching as a profession. This indirectly proves the esteem in which this profession is held. In another investigation college students were asked to rank in order of preference eight of the occupations they would like to take up out of a list of 25. Not a single male student voted for school teaching as the first choice.

Having drawn your attention to the status of teachers, I would like to place before you a comparative picture of the living conditions of teachers obtaining in different parts of the world. The report of the International Team on Teachers and Curriculum states:—"We find startling disparities if we compare Indian and Western teacher salary needs. In Western Europe and the United States, the teacher receives enough to supply him and his family with the necessities of life; teachers are adequately nourished, clothed and housed, and they generally have

provision both for sickness and old age. Their economic status is, in short, equal to or not far below that of other public employees with similar qualifications." In France, the primary teacher from the salary point of view is on a level with Secretaries of Administration of Ministry or Army Officers of the rank of Sub-Lt. to Captain. Prof. Humayun Kabir, the Chairman of the Indian Delegation which visited Soviet Russia, commenting on conditions of teachers in U.S.S.R., says: "Salaries of teachers are more or less equal to those offered in other professions to persons of comparable qualifications". In U.S.A. the average earnings of a worker in over-all who lives in rented quarters, employs no domestic servants, but is normally clothed and fed, amounts to an average which exceeds the income of the average teacher by more than 1th. This is the reason why most of the teachers have now gone into other services. It is good to undertake a similar research to find out how many teachers in our State are compelled to desert the ranks of the profession for a similar cause.

However, it is heartening to find that our Government are endeavouring to elevate the conditions of the teacher. We ought to welcome most heartily the recent statement by the Hon'ble Minister, Sri C. Subramaniam, extending the pension scheme to all teachers in the High Schools including Oriental, Anglo-Indian and special schools with effect from 1st April, 1958. We pay our unqualified tribute to the Government for being the first State in the whole of India to institute the pension scheme. But it is strange that even among teachers caste is being created. It is observed that teachers of affiliated colleges who also belong to the professor should be singled out as being not worthy to enjoy this privilege. The benefits of pension schemes may also be extended to the teachers in colleges.

In recent past, glaring instances of the lack of security of tenure of teachers have been brought to light. It is

particularly true of those employed under private agencies. We ought to plead for Arbitration Boards or Committees in which responsible representatives of the S.I.T.U. should be included along with representatives of the Management and the Government.

In comparison with other countries, it is unfortunate that we are made to retire at the young age of 55. We may note that in Australia retirement age is 65 and in England teachers retire after 60. In U.S.S.R. the most interesting fact is that men teachers who desire to continue service after 60, and women teachers after 55 draw the salary due at the time of retirement in addition to the whole pension which amounts to 40% of the original salary. This he can continue to do even up to a very advanced stage. While such recognition exists for teachers in other parts of the world, when our teachers retire at 55, if they wish to be reappointed, very often they are placed on the initial salary in the grade.

I am not unaware of the sincere and commendable efforts taken by the Ministry of Education at the Centre and at Madras to improve the lot of teachers in some direction or other. Only a fortnight ago an announcement was made by our State Ministry extending to children of Secondary School teachers full remission of school fees in Forms IV to VI along with children of Non-gazetted Officers. This recognition of parity between N.G.Os. and the teachers of Secondary and Primary schools is a significant step in the right direction for which we heartily applaud our Minister for Education. I hope that this parity would be extended in other spheres also like free medical aid, house rent allowance, etc. Our Minister has been of late making such welcome gift announcements now and then. We hope that these would grow more frequent in days to come!

The Universities have extended the privilege to the teachers to avail themselves of the higher education and have exempted them from attendance in colleges. Very few have availed themselves of the benefit. I would like to exhort all teachers to be concerned about their academic progress so that they may become more and more professionally competent. This is all the more necessary because the present schools are soon to be upgraded as Higher Secondary Schools with an additional 11th Standard requiring men and women on the staff with higher qualifications.

We ought to produce first rate scientists who would refuse to be monsters; first rate statesmen who would refuse to massacre; first rate technicians who would not long to play with the trigger; and first rate physicists who would not be toying with bombs. In creating this type of synthesis by blending up-to-date scientific knowledge on the one hand with philosophic poise on the other, we might produce a Nation that has the best of both the East and the West. This is our exclusive prerogative and privilege.

Messages

Mr. T. V. Arumugam read the messages received on the occasion from Dr. Rajendra Prasad, Dr. A. Lakshmanaswami Mudaliar, Vice-Chancellor, Madras University, Mr. C. Subramaniam, Mr. M. Bhaktavatsalam and Mrs. Lourdhammal Simon, Madras Ministers, and Mr. T. S. Avinashilingam Chettiar, former Education Minister of Madras, Rev. Fr. Mathias, Archbishop of Madras, and Mr. N. D. Sundaravadivelu, Director of Public Instruction, Madras.

(To be continued)